

# INDIANA SOCIAL-EMOTIONAL ARTS-BASED LEARNING COMPETENCIES



MUSIC STANDARDS



# SENSORY-MOTOR INTEGRATION

Sensory-motor integration is the unique sensory development and emotional ability of each person to be aware of their mind-body connection. Gaining sensory-motor integration is an important skill for managing transitions, changing routines, and increasing alertness for learning. This competency is essential for all children, regardless of developmental assets or needs. Further, this competency is a part of providing trauma responsive education, because we know that toxic stress impacts the hearts, minds, and bodies of children.

## 1A. Students demonstrate an understanding of body awareness and that all emotions live in our bodies.

*"I feel an awareness of my emotions in my body."*

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> <li>1. Students identify and actively participate in sensory exercises for body and brain awareness to cope with life stressors.</li> <li>2. Student identifies a bodily sensation and can draw what it looks like and/or how it feels in the body.</li> <li>3. Students begin to identify two or three emotions in their body where they need to pause and think.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 4: Listen and respond to a varied repertoire of music by audiating music.</i></p> <p><i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p>	<ol style="list-style-type: none"> <li>1. Use movement and choral responses to activate students' brains to a learning activity: Call-and-responses like <i>Boom Chicka Boom</i> or <i>Are We Ready?/Yes, We Are</i> and the use of drum beats, claps/slaps, or mimicking silly sounds like "oozy woozy-oozy woozy" students can positively engage as a group using a variety of senses.</li> <li>2. Participate in community circles listening to a variety of rhythms, songs, and drumming to a variety of beats.</li> <li>3. Pause and reflect activities can be taught through music. For example, students can move their bodies to music. When the music stops,</li> </ol>

		<i>Music Anchor Standard 6: Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</i>	<p>students must freeze their body in a position where the music ends.</p> <p>4. Use the <i>Dancin' To The Beat</i> activity in the <a href="#">Building Social-Emotional Wellness Through The Arts Toolkit</a>.</p>
Late Elementary (3-5 grade)	<p>1. Students identify and actively participate in sensory exercises for body and brain awareness to cope with life stressors.</p> <p>2. Students identify bodily sensations and can draw what it looks like and/or how it feels in the body and are beginning to add feeling words to body sensations.</p> <p>3. Students identify two or three different emotions felt in their body to be aware of body and mind connection.</p>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p> <p><i>Music Anchor Standard 6: Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</i></p>	<p>1. Use Focused Attention Practices for one minute at the beginning and/or end of class. See Appendix for additional information. For additional information, see Appendix section.</p> <p>2. Listen to a variety of musical genres to notice sensations that occur in the body. Track body movements that occur naturally, sounds or rhythms that calm or stir up emotion, and identify words or phrases to explain how one reacts to the music.</p> <p>3. Participate in community circles listening to a variety of rhythms, moving/dancing, and drumming to a variety of beats.</p> <p>4. Use the <i>Dancin' To The Beat</i> activity in the <a href="#">Building Social-Emotional Wellness Through The Arts Toolkit</a>.</p>
Middle School (6-8 grade)	<p>1. Students are able to identify a sensation in the body through movements, art, focused attention practices and learning about the brain's neuroanatomy.</p>	<i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i>	<p>1. Use Focused Attention Practices for one minute at the beginning and/or end of class. See Appendix for additional information. For additional information, see Appendix section.</p>

	<p>2. Students describe and list a variety of body sensations they experience each day to cope life stressors.</p>	<p><i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p> <p><i>Music Anchor Standard 6: Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</i></p>	<p>2. Listen to a variety of musical genres to notice sensations that occur in the body. Track body movements that occur naturally, sounds or rhythms that calm or stir up emotion, and identify words or phrases to explain how one reacts to the music.</p> <p>3. Participate in community circles listening to a variety of rhythms, moving/dancing, and drumming to a variety of beats.</p> <p>4. Use the <i>Dancin' To The Beat</i> activity in the <a href="#">Building Social-Emotional Wellness Through The Arts Toolkit</a>.</p>
Early High School (9-10 grade)	<p>1. Students identify body and natural rhythms such as heart rate, breathing, and sleeping, with regard to feelings, thoughts, and behaviors.</p> <p>2. Students use mind-body techniques to cope with life stressors and to become more aware of where they feel stress in the body.</p> <p>3. Students are able to identify a sensation in the body through movements, art, focused attention practices, and learning about the brain's neuroanatomy.</p>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p>	<p>1. Use Focused Attention Practices for one minute at the beginning and/or end of class. See Appendix for additional information.</p> <p>2. Participate in community circles listening to a variety of rhythms, moving/dancing, and drumming to a variety of beats.</p> <p>3. Use a variety of music genres to help students find a pattern of breathing that feels good. Reflecting and sharing these different sensations and the variety of rhythms with others can help build connections and an understanding of the critical link between the mind-body.</p>

	4. Students describe and list a variety of body sensations they experience each day.		
Late High School (11-12 grade)	<p>1. Students use mind-body techniques to cope with life stressors and to become more aware of where they feel stress in the body and throughout their regular daily routine.</p> <p>2. Students are able to focus on their own body and breath.</p>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p>	<p>1. Use Focused Attention Practices for one minute at the beginning and/or end of class. See Appendix for additional information.</p> <p>2. Use a variety of music genres to help students find a pattern of breathing that feels good. Reflecting and sharing these different sensations and the variety of rhythms with others can help build connections and an understanding of the critical link between the mind-body.</p>

## 1B. Students manage transitions and changes in routine.

*"I feel ready for transitions and can show I am adaptable to change."*

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	1. Students begin to develop routines that ease difficult transitions in the school and home environments moving from one activity to another. (Home to school; playground to program; familiar to unfamiliar settings, etc.).	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p> <p><i>Music Anchor Standard 6: Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</i></p>	<p>1. Use movement and choral responses to activate students' brains to a learning activity: See, <i>Move To The Music</i>, in the <a href="#">Building Social-Emotional Wellness Through The Arts Toolkit</a> for additional details.</p> <p>2. Invite students to participate in the 3-Minute Paper activity. See the <a href="#">Building Social-Emotional Wellness Through the Arts Toolkit</a> for additional details.</p> <p>3. Participate in community circles daily listening to a variety of rhythms, moving/dancing, and drumming to a variety of beats.</p>
Late Elementary (3-5 grade)	1. Students begin to identify sensations to describe how they are experiencing an event, person, or relationship. (Example: I am feeling prickly.)	<i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i>	1. Use Focused Attention Practices for one minute at the beginning and/or end of class. See Appendix for additional information.

	<p>2. Students can name ways to help them be flexible and adaptable as they move from familiar to unfamiliar tasks.</p>	<p><i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p> <p><i>Music Anchor Standard 6: Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</i></p>	<p>2. Participate in community circles listening to a variety of rhythms, moving/dancing, and drumming to a variety of beats.</p> <p>3. Invite students to participate in the <i>3-Minute Paper</i> activity. See the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</p> <p>4. Use music for transitions. See, <i>Move To The Music</i>, in the <b><u>Building Social-Emotional Wellness Through The Arts Toolkit</u></b> for additional details.</p>
<p>Middle School (6-8 grade)</p>	<p>1. Students identify bodily sensations and connect to the feeling they are experiencing. (Example: My anger feels hot and need in my stomach and my hands.)</p> <p>2. Students begin to practice ways to help them be flexible and adaptable as they move from familiar to unfamiliar tasks.</p>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p> <p><i>Music Anchor Standard 6: Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</i></p>	<p>1. Listen to a variety of musical genres to notice sensations that occur in the body. Track body movements that occur naturally, sounds or rhythms that calm or stir up emotion, and identify words or phrases to explain how one reacts to the music.</p> <p>2. Participate in community circles listening to a variety of rhythms, moving/dancing, and drumming to a variety of beats.</p> <p>3. Invite students to participate in the <i>3-Minute Paper</i> activity. See the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</p> <p>4. Use music for transitions. See, <i>Move To The Music</i>, in the <b><u>Building Social-Emotional Wellness Through The Arts Toolkit</u></b> for additional details.</p>

<p>Early High School (9-10 grade)</p>	<p>1. Students demonstrate flexibility and adaptability as they move from familiar to unfamiliar tasks.</p> <p>2. Students gain awareness of adjustment needs for academic, behavior, and social success at school, home, and community.</p>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p> <p><i>Music Anchor Standard 6: Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</i></p>	<p>1. Use Focused Attention Practices for one minute at the beginning and/or end of class. See Appendix for additional information.</p> <p>2. Invite students to participate in the 3-Minute Paper activity. See the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</p> <p>3. Create a song (lyrics) that tell a story about new experiences teenagers encounter in life at school and beyond school to generate discussions about how to respond/behave in those situations.</p>
<p>Late High School (11-12 grade)</p>	<p>1. Students recognize and identify the sensations associated with the academic, social, and emotional transitions and have the skills to express adaptability and flexibility.</p>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p> <p><i>Music Anchor Standard 6: Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</i></p>	<p>1. Use Focused Attention Practices for one minute at the beginning and/or end of class. See Appendix for additional information.</p> <p>2. Invite students to participate in the 3-Minute Paper activity. See the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</p>



# INSIGHT

Insight refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-awareness, and empathy for others. Insight helps students recognize their own strengths, areas of growth, identities, and how they complement each other in the larger society. Insight also helps students value how others feel and think differently from themselves.

## 2A. Students identify a wide range of body sensations, feelings, and emotions.

*“I am aware of how emotions are felt and expressed by myself and others.”*

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> <li>1. Students develop and demonstrate emotional vocabulary to describe their feelings with the support of a trusted adult.</li> <li>2. Students identify and name emotions and body sensations. Students continue to add feelings, emotions, and body sensations to express themselves.</li> <li>3. Students process how to express emotions with “I feel” statements.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 4: Listen and respond to a varied repertoire of music by audiating music.</i></p> <p><i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p> <p><i>Music Anchor Standard 6: Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</i></p>	<ol style="list-style-type: none"> <li>1. Play, <i>Guess That Feeling</i>, to help students develop emotional awareness. Please see the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> <li>2. Play a song or part of a song; ask students what emotions they feel after stopping the music. Encourage the use of “I feel” statements as students express their identified emotion.</li> <li>3. Select a piece of music (best one without lyrics). Invite students to listen and then respond through movement how they interpreted the emotion.</li> <li>4. Use the, <i>And Freeze</i>, activity to help develop emotional awareness. Please see the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> </ol>

<p>Late Elementary (3-5 grade)</p>	<ol style="list-style-type: none"> <li>1. Students add feeling and emotion-specific words to their shared vocabulary.</li> <li>2. Students continue to process how to express emotions with “I feel” statements.</li> <li>3. Students consistently add feelings, emotions, and body sensations to express themselves through a variety of modes.</li> <li>4. Students can explain the mind-body-emotion connection.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p> <p><i>Music Anchor Standard 6: Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</i></p>	<ol style="list-style-type: none"> <li>1. Play, <i>Guess That Feeling</i>, to help students develop emotional awareness. Please see the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> <li>2. Play a song or part of a song; ask students what emotions they feel after stopping the music. Encourage the use of "I feel" statements as students express their identified emotion.</li> <li>3. Use the, <i>And Freeze</i>, activity and <i>Dancin' To The Beat</i> activity to help develop emotional awareness. Please see the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> </ol>
<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> <li>1. Students use “I feel” statements to communicate their rationale for their emotional expressions.</li> <li>2. Students continue to build emotional and feeling-specific vocabulary.</li> <li>3. Students learn about the mind-body-brain connection and its role in our learning and relationships.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 6: Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</i></p>	<ol style="list-style-type: none"> <li>1. Play, <i>Guess That Feeling</i>, to help students develop emotional awareness. Please see the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> <li>2. Play a song or part of a song; ask students what emotions they feel after stopping the music. Encourage the use of "I feel" statements as students express their identified emotion.</li> <li>3. Use the, <i>And Freeze</i>, activity and <i>Dancin' To The Beat</i> activity to help develop emotional awareness. Please see the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> </ol>

<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> <li>1. Students build mastery of emotional vocabulary to describe their feelings, emotions, and body sensations.</li> <li>2. Students understand the connections between their behavioral responses and their emotions, thoughts, actions, and cultural contexts.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 3: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<ol style="list-style-type: none"> <li>1. View music videos to help students understand emotional experiences and situations, providing students opportunities to build emotional vocabulary.</li> <li>2. Students form small groups and participate in the <i>Song Quest</i> activity. Please see the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> <li>3. Play, <i>Guess That Feeling</i>, to help students develop emotional awareness. Please see the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> </ol>
<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> <li>1. Students build mastery of emotional vocabulary to describe their feelings, emotions, and body sensations.</li> <li>2. Students understand the connections between their behavioral responses and their emotions, thoughts, actions, and cultural contexts.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<ol style="list-style-type: none"> <li>1. View music videos to help students understand emotional experiences and situations, providing students opportunities to build emotional vocabulary.</li> <li>2. Students form small groups and participate in the <i>Song Quest</i> activity. Please see the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> <li>3. Play, <i>Guess That Feeling</i>, to help students develop emotional awareness. Please see the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> </ol>

## 2B. Students recognize personal strengths, areas of growth, identities, and how they complement each other in the larger society.

*"I am aware of my strengths, areas of growth, identities, and how they complement each other in the larger society."*

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	1. With the support of their learning community, students begin to demonstrate an awareness of their personal strengths and identities.	<i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i>	<p>1. Show students a video or a few videos of different people singing the Star Spangled Banner at the Super Bowl. After viewing the videos, ask students to share what personal strengths they think these people used to be able to perform this song.</p> <p>2. Use process praise, encouragement, and positive noticing skills in your interactions with students; pointing out specific behaviors and characteristics to assist students in personal strength development as well as enhance self-esteem and self-efficacy.</p>
Late Elementary (3-5 grade)	1. Students continue to identify their unique strengths and identities with the support of their learning community and explore how they connect to the larger society.	<i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i>	<p>1. Encourage students to communicate their personal strengths by creating a song.</p> <p>2. Select a song and have students listen closely to the lyrics. In small groups, instruct students to brainstorm what strengths they believe the music artist was writing about.</p>

<p>Middle School (6-8 grade)</p>	<p>1. Students begin to understand how their personal strengths and identities connect to societal aspects, emotional, behavioral, and academic learning.</p>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<p>1. Invite students to participate in the <i>Behind The Mask</i> activity. See the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</p> <p>2. Use process praise, encouragement, and positive noticing skills in your interactions with students; pointing out specific behaviors and characteristics to assist students in personal strength development as well as enhances self-esteem and self-efficacy (Example: I noticed how you used an I-message. For more examples, <a href="#"><u>click here</u></a>).</p>
<p>Early High School (9-10 grade)</p>	<p>1. Students identify and assess personal identities and external supports and barriers.</p> <p>2. Students understand the importance of strengths and identities in their learning goals and future plans.</p> <p>3. Students are able to connect their personal strengths and identities to their post-secondary opportunities.</p>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<p>1. Engage in College/Career Readiness Surveys &amp; Assessments that support student strength development. Students create a <b><u>Vision Board</u></b> to reflect their findings after taking the surveys. See the activity, Vision Board, in the <b><u>Social-Emotional Learning Toolkit</u></b> (page 37) for additional information on this activity. Students select 1-2 songs that represent their overall vision board.</p> <p>2. Use process praise, encouragement, and positive noticing skills in their interactions with students; pointing out specific behaviors and characteristics to assist students in personal strength development as well as enhances selfesteem and self-efficacy (Example: I noticed how you used an I-message. For more examples, <a href="#"><u>click here</u></a>).</p>

<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> <li>1. Students use their personal strengths and identities to be empathetic and support others.</li> <li>2. Students communicate an understanding of their growth and development, highlighting their personal strengths.</li> <li>3. Students are able to connect their personal strengths and identities to their post-secondary opportunities.</li> </ol>	<p><i>Music Anchor Standard 1:</i> <i>Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<ol style="list-style-type: none"> <li>1. Engage in College/Career Readiness Surveys &amp; Assessments that support student strength development. Students create a <b><u>Vision Board</u></b> to reflect their findings after taking the surveys. See the activity, Vision Board, in the <a href="#"><u>Social-Emotional Learning Toolkit</u></a> (page 37) for additional information on this activity. Students select 1-2 songs that represent their overall vision board.</li> <li>2. Use process praise, encouragement, and positive noticing skills in their interactions with students; pointing out specific behaviors and characteristics to assist students in personal strength development as well as enhances selfesteem and self-efficacy (Example: I noticed how you used an I-message. For more examples, <a href="#"><u>click here</u></a>).</li> </ol>
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## 2C. Students demonstrate self-efficacy.

*“I am capable of learning and engaging in multiple environments.”*

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> <li>1. Students begin building an awareness of the impact their strengths have on multiple learning environments.</li> <li>2. Students develop confidence by observing their peers and with explicit support from adults in the learning environment.</li> </ol>	<p><i>Music Anchor Standard 2: Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.</i></p>	<ol style="list-style-type: none"> <li>1. Show students a strength word. Discuss the meaning of the word. Next, play music and ask students to dance as if they are modeling this personal strength.</li> <li>2. Invite students to complete the <i>Conduct the Choir</i> Activity. See the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> </ol>
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> <li>1. Students participate to their ability at appropriate times without adult prompting.</li> <li>2. Students demonstrate a willingness to try new tasks and share ideas with others even with the possibility of failure.</li> <li>3. Students can identify internal and external barriers and understand how they impact the ability to achieve goals.</li> </ol>	<p><i>Music Anchor Standard 2: Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.</i></p>	<ol style="list-style-type: none"> <li>1. Invite students to complete the <i>Dancin' To The Beat</i> Activity. See the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> <li>2. Invite students to cooperatively create a chart, diagram, or display listing various school subjects and list examples of how music is used in those areas.</li> </ol>



<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> <li>1. Students can identify personal strengths and can articulate areas of growth as it relates to their learning and behavior.</li> <li>2. Students demonstrate the ability to use personal strengths in learning goals and understand that failure is only a part of learning.</li> <li>3. Students can use feedback from members of their learning community to build on existing strengths.</li> <li>4. Students can identify the difference between internal and external barriers and begin to identify strategies and resources to overcome them.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<ol style="list-style-type: none"> <li>1. Invite students to complete the <i>Dancin' To The Beat</i> Activity. See the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> <li>2. Invite students to keep a "Music Log" to document all of their encounters with music over the course of a day (or any other specified amount of time). The next step is to ask students to review and reflect on their "Music Log" to determine how the addition of music impacted their experiences (thoughts, feelings, behaviors) throughout the day.</li> </ol>
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> <li>1. Students understand what motivates them to be successful.</li> <li>2. Students feel pride in their work and recognize their unique abilities and strengths were the critical factors in success.</li> <li>3. Students identify strategies to overcome internal and external barriers.</li> </ol>	<p><i>Music Anchor Standard 3: Connect with a varied repertoire of music by exploring the relationships between music and history and culture.</i></p>	<ol style="list-style-type: none"> <li>1. Invite students to complete the <i>Song Quest</i> Activity. See the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> <li>2. Invite students to keep a "Music Log" to document all of their encounters with music over the course of a day (or any other specified amount of time). The next step is to ask students to review and reflect on their "Music Log" to determine how the addition of music impacted their experiences (thoughts, feelings, behaviors) throughout the day.</li> </ol>



	4. Students demonstrate a willingness to be an active member of their learning community by supporting others and sharing their unique perspectives and strengths.		
Late High School (11-12 grade)	<p>1. Students demonstrate a positive view of themselves and have confidence in applying their strengths and abilities in learning and future planning.</p> <p>2. Students demonstrate a willingness to actively participate, support other learners, and share their unique ideas and strengths with others in their school and community.</p> <p>3. Students practice strategies to overcome internal and external barriers.</p> <p>4. Students understand the impact of external barriers on achieving goals and support members of their learning community in ways that minimize that impact.</p>	<p><i>Music Anchor Standard 3: Connect with a varied repertoire of music by exploring the relationships between music and history and culture.</i></p>	<p>1. Invite students to complete the <i>Song Quest</i> Activity. See the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</p> <p>2. Invite students to keep a "Music Log" to document all of their encounters with music over the course of a day (or any other specified amount of time). The next step is to ask students to review and reflect on their "Music Log" to determine how the addition of music impacted their experiences (thoughts, feelings, behaviors) throughout the day.</p> <p>3. Invite students to identify a song or a collection of songs that represent their future goals/career plans.</p>

# REGULATION

Regulation refers to one's ability to recognize and navigate emotions, feelings, cognitions and behaviors during challenging situations. Regulation skills build agency, self-discipline, self-motivation, and impulse control.

## 3A. Students demonstrate agency to manage their thoughts, feelings, and behavior across different contexts.

*"I understand my emotions and I'm working to respond in a healthy way."*

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"><li>1. Students begin to acknowledge and advocate for their needs.</li><li>2. Students begin exploring use of strategies aligned to brain development to navigate intense or difficult feelings.</li></ol>	<i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i>	<ol style="list-style-type: none"><li>1. Use movement phrases, sound activation, and deep breathing activities to help regulate impulses/emotions.</li><li>2. Practice naming needs and wants while determining the difference between the two. Use appropriate choral responses as a group to practice naming needs and wants aloud. Choral responses are matched with specific body movements.</li><li>3. Invite students to participate in the <i>And . . . Freeze</i> activity. See the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details</li></ol>

<p>Late Elementary (3-5 grade)</p>	<ol style="list-style-type: none"> <li>1. Students practice opportunities to learn and explore tools that will help them be aware of both positive and challenging emotions, respond in a healthy way, and focus on their goals.</li> <li>2. Students begin to understand emotions and how to respond in a healthy way by observing others in their learning community.</li> </ol>	<p><i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p>	<ol style="list-style-type: none"> <li>1. Use music for transitions between classroom activities to help students develop impulse control and self-regulation. See <i>Move To The Music</i> Activity in the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> <li>2. Practice naming needs and wants while determining the difference between the two. Use appropriate choral responses as a group to practice naming needs and wants aloud. Choral responses are matched with specific body movements.</li> <li>3. Invite students to participate in the <i>And . . . Freeze</i> activity. See the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details</li> </ol>
<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> <li>1. Students identify and describe the role of the amygdala in anxiety, aggression, and fear.</li> <li>2. Students identify, describe, and draw how emotions affect how they feel and behave, connecting the feelings to the corresponding brain parts. To find additional information on the role of the amygdala, please visit this site.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<ol style="list-style-type: none"> <li>1. Teach the 5x5 Rule: If it won't matter in 5 years (5 months, 5 weeks), don't spend 5 minutes being upset by it. As well, have students create movement phrases, sound/music cues, and deep breathing activities to help regulate impulses and emotions.</li> <li>2. Explore various types of music and ask students how their body feels in response to each of the different types (rhythms, pace, genre, etc.) of music.</li> </ol>

	<p>3. Students practice strategies that are aligned with brain development when they begin to notice a heightened emotional response (sometimes with an adult prompt).</p>		<p>3. Use music for transitions between classroom activities to help students develop impulse control and self-regulation. See <i>Move To The Music</i> Activity in the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</p>
<p>Early High School (9-10 grade)</p>	<p>1. Students demonstrate an understanding of how their choices/actions impact others and have knowledge of emotion management strategies that can be implemented.</p> <p>2. Students pause and reflect before they employ “stop and think” approaches or “self-talk” strategies.</p>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<p>1. Watch music videos where strong emotions are shown by characters. Interpret and discuss how these emotions are seen, heard, and felt by the characters and others in the scene. Discuss how the emotion was either handled well or if a different regulation strategy would work better. Discuss with students how they would respond in a similar situation. Students create a presentation, including recorded musical excerpts and live performance(s) that outlines how music would demonstrate a more effective regulation response.</p> <p>2. Teach students how to challenge and change negative automatic thinking and other "self-talk" strategies. Discuss the concept of neuroplasticity and how patterned repetitive experiences change the structure and function of our brains and produce different habits, feelings, and coping strategies. Students could develop their own ‘thought-stopping’ technique through the use of an identified song or write their own lyric to signal the need to challenge negative thinking.</p>

<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> <li>1. Students apply focused attention practices to help increase their attention and focus.</li> <li>2. Students practice strategies aligned to brain development when they begin to notice a heightened emotional response without adult prompting.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<ol style="list-style-type: none"> <li>1. List and share ways to create focused attention practices, taking a few minutes each day to concentrate on a stimulus such as a focal point, sound, breath, or a taste to bring self-awareness to the present moment, regulating attention and focus. See Page 7 from <a href="#">Educational Neuroscience Toolkit</a> for additional resources.</li> <li>2. Have students create a song for younger students on the importance of self-regulation, sharing what happens if we react without pausing and thinking about feelings. Include at least three benefits to emotional regulation in the presentation.</li> <li>3. Play calming instrumental music and have students reflect on their thoughts, notice sensations that occur in the body, and control their breathing to practice mindfulness and regulation.</li> </ol>
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### 3B. Students recognize life stressors and have strategies to manage them.

*"I can recognize situations that make me feel stressed and take appropriate steps to improve them."*

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<p>1. Students begin to identify challenging situations and create stress-reducing coping strategies that help calm the amygdala and nervous system with help from an adult.</p> <p>2. Students recognize body sensations and emotional reactions when feeling life stressors.</p>	<p><i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p>	<p>1. Practice coping strategies including focused attention practices, showing students how to concentrate on a focal point, focus on their breathing, or be mindful of their body movement when a difficult or challenging situation occurs. See Page 7 from <u><a href="#">Educational Neuroscience Toolkit</a></u> for additional resources.</p> <p>2. Use the <i>Butterflies In Your Stomach</i> Activity to help teach mind-body awareness. Please see the <u><a href="#">Building Social-Emotional Wellness Through the Arts Toolkit</a></u> for additional details.</p> <p>3. Use music for transitions between classroom. See <i>Move To The Music</i> Activity. Please see the <u><a href="#">Building Social-Emotional Wellness Through the Arts Toolkit</a></u> for additional details.</p> <p>4. Practice the "Take-A-Breath" song with students to help practice a strategy for students to use when feeling stress, worry, fear, etc.</p>

<p>Late Elementary (3-5 grade)</p>	<p>1. Students identify challenging situations and attempt various stress-reducing strategies in effort to calm the amygdala and nervous system. (with or without the help of an adult)</p>	<p><i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p>	<p>1. Use the <i>Butterflies In Your Stomach</i> Activity to help teach mind-body awareness. Please see the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</p> <p>2. Use music for transitions between classroom activities to help students develop impulse control and self-regulation. See <i>Move To The Music</i> Activity in the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</p> <p>3. Practice the "Take-A-Breath" song with students to help practice a strategy for students to use when feeling stress, worry, fear, etc.</p>
<p>Middle School (6-8 grade)</p>	<p>1. Students apply various stress-reducing coping strategies when faced with challenging situations (and may or may not need support and/or reminder from an adult).</p> <p>2. Students are able to recognize different stressors and their stress responses.</p>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<p>1. Provide opportunities to create a song or identify a song that helps them apply to stressful situations and they can apply as a healthy coping strategy..</p> <p>2. Practice mindfulness activities, imagery, sound/music, movement activities, and breathing exercises to assist students with coping strategies and support. See <a href="#">Social-Emotional Learning Toolkit</a>.</p>

<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> <li>1. Students identify supportive adults they can use as resources during challenging times.</li> <li>2. Students are able to recognize different stressors and their stress responses in order to practice healthy coping strategies.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<ol style="list-style-type: none"> <li>1. Teach students about signs of stress, impacts of stress on the mind, body, and emotions, the connection between stress and learning, and stress and the brain. (See <b><u>Educational Neuroscience Toolkit</u></b> for additional resources). Have students present additional mind and body stress research they find in small groups.</li> <li>2. Practice a mindful listening activity. See the <i>When The Bell Rings Activity</i> in the <b><u>Building Social-Emotional Wellness Through The Arts Toolkit</u></b> for additional details.</li> </ol>
<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> <li>1. Students identify supportive adults and peers they can use as resources during challenging times.</li> <li>2. Students recognize their life stressors and have strategies to manage them.</li> <li>3. Students demonstrate an understanding of how their brains respond to stress and practice healthy coping.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<ol style="list-style-type: none"> <li>1. Teach students about signs of stress, impacts of stress on the mind, body, and emotions, the connection between stress and learning, and stress and the brain. (See <b><u>Educational Neuroscience Toolkit</u></b> for additional resources). Have students present additional mind and body stress research they find in small groups.</li> <li>2. Practice a mindful listening activity. See the <i>When The Bell Rings Activity</i> in the <b><u>Building Social-Emotional Wellness Through The Arts Toolkit</u></b> for additional details.</li> </ol>



### 3C. Students understand the actions required to show personal responsibility.

*"I can take responsibility through my actions."*

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> <li>1. Students begin to demonstrate their understanding of classroom and school norms, and the consequences when they are not followed.</li> <li>2. Students view the classroom as a community and their own roles and responsibilities within their community.</li> </ol>	<p><i>Music Anchor Standard 3:</i> <i>Connect with a varied repertoire of music by exploring the relationships between music and history and culture.</i></p>	<ol style="list-style-type: none"> <li>1. Use the <i>Conduct The Choir</i> Activity to help teach classroom guidelines and collaborative skills. Please see the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> <li>2. Play music, and allow students to move to the music cooperatively (not touching or bumping). When the music stops, students stop moving and freeze (regulate) their bodies. Use a variety of music genres and cultures, as well as music rhythms and patterns.</li> <li>3. Write and create a class song that is written and then sung together as a way to remember classroom guidelines/rules.</li> </ol>
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> <li>1. Students and teachers co-create rotating class roles and responsibilities.</li> <li>2. Students demonstrate an understanding of the impact of their choices and actions.</li> </ol>	<p><i>Music Anchor Standard 1:</i> <i>Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<ol style="list-style-type: none"> <li>1. Use the <i>Conduct The Choir</i> Activity to help teach classroom guidelines and collaborative skills. Please see the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> <li>2. Use children's literature to reinforce messages of the impact of choices/actions. Invite students to sing a song or identify a song that highlights the messages in the story.</li> </ol>

			<p>3. Play music, and allow students to move to the music cooperatively (not touching or bumping). When the music stops, students stop moving and freeze (regulate) their bodies. Use a variety of music genres and cultures, as well as music rhythms and patterns.</p> <p>4. Write and create a class song that is written and then sung together as a way to remember classroom guidelines/rules.</p>
Middle School (6-8 grade)	<p>1. Students take ownership and engage in their learning.</p> <p>2. Students demonstrate the ability to reflect on their behavior and discuss a restorative plan with peers and/or adult educator(s).</p>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<p>1. Use the <i>Conduct The Choir</i> Activity to help teach classroom guidelines and collaborative skills. Please see the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</p> <p>2. Provide students with a few modern-day examples of musical artists that have made questionable choices--follow-up your example with facts that happened following their choice (e.g., lost money, canceled tour, loss of fans, lost sponsors, etc.). Engage students in a discussion about how behaviors/actions have consequences.</p>
Early High School (9-10 grade)	<p>1. Students have an awareness of personal safety skills and the consequences of irresponsible behavior.</p> <p>2. Students demonstrate abilities to adapt to growth and change.</p>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<p>1. Provide students with a few modern-day examples of musical artists that have made questionable choices--follow-up your example with facts that happened following their choice (e.g., lost money, canceled tour, loss of fans, lost sponsors, etc.). Engage students in a discussion about how behaviors/actions have consequences.</p>

			<p>2. Students listen to Billy Joel's "My Life" and describe how the song represents growth and change - encourage students to provide a reflection to demonstrate how they connected to their own personal growth and change.</p>
<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> <li>1. Students take responsibility for their own learning and personal growth.</li> <li>2. Students reflect on their actions and demonstrate an awareness of how this affects others.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<ol style="list-style-type: none"> <li>1. Students listen to Aretha Franklin's "Respect" and describe the possible meanings of the word, respect. Additionally, encourage students to discuss the meaning of the song and how it can apply to current day equity issues.</li> <li>2. Give students the opportunity to interact with professionals in several different musical arts fields to ask questions about how to work with others in a professional setting and discuss ethical decision-making scenarios.</li> <li>3. Offer "What If" situational scenarios to students to work out in small groups or pairs (can be personal situations or content-specific) -- then present ideas for resolving issues or topics with the class. Students create a musical video to demonstrate their learning.</li> </ol>

# COLLABORATION

Collaboration refers to the ability to work well with others along lines of difference. Collaboration works to build positive communication, value multiple perspectives, effectively solve problems, and work through conflict.

## 4A. Students demonstrate communication skills.

*"I will develop positive and healthy relationships with others."*

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> <li>1. Students participate in sharing time.</li> <li>2. Students begin to be able to tell stories and listen to other's stories.</li> <li>3. Students acknowledge greetings and goodbyes.</li> <li>4. Students begin to understand that nonverbal communication is a form of communication.</li> </ol>	<i>Music Anchor Standard 6: Listen and respond to a varied repertoire of music by interpreting and expressing music through movement</i>	<ol style="list-style-type: none"> <li>1. Greet students daily by standing at the door using various sounds, songs, or other rhythms.</li> <li>2. Facilitate the Guess That Feeling Activity to help develop emotional awareness and encourage students to pay specific attention to nonverbal cues when playing the game. See the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> </ol>
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> <li>1. Students understand and practice nonverbal communication.</li> <li>2. Students begin to demonstrate active listening skills.</li> </ol>	<i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i>	<ol style="list-style-type: none"> <li>1. Invite students to participate in the <i>Conduct the Choir</i> activity. See the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> </ol>

	<p>3. Students begin to recognize emotional contagion when we are working with one another.</p>	<p><i>Music Anchor Standard 6: Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</i></p>	<p>2. Invite students to participate in the <i>What's The Sound? Bingo Game</i> activity. See the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</p> <p>3. Practice what it means to be a good audience member for any production or presentation. Divide class into 2 groups and have one group be the performers and one group be the audience. Nonverbally, have performers look for good qualities of the audience. Attend a local music, dance or theatre performance.</p>
<p>Middle School (6-8 grade)</p>	<p>1. Students engage in reciprocal conversations, practicing face-to-face communication and on-line communication.</p> <p>2. Students work on empathic listening skills to enhance the understanding of what the other person is saying.</p> <p>3. Students learn to express their own needs in order to collaborate with others.</p> <p>4. Students begin to recognize emotional contagion when we are working with one another.</p>	<p><i>Music Anchor Standard 6: Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</i></p>	<p>1. Use the <i>Conduct The Choir</i> Activity to help teach classroom guidelines and collaborative skills. Please see the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</p> <p>2. Have students listen to a song and read the lyrics. Next, place students in small groups and encourage each group to complete an empathy map exploring multiple meanings of the song.</p>

<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> <li>1. Students effectively respond to basic interpersonal comments and/or questions.</li> <li>2. Students demonstrate the ability to give and receive feedback to work towards effective communication skills.</li> <li>3. Students learn to express their own needs in order to collaborate with others.</li> </ol>	<p><i>Music Anchor Standard 2: Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.</i></p> <p><i>Music Anchor Standard 6: Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</i></p>	<ol style="list-style-type: none"> <li>1. Use the <i>Conduct The Choir</i> Activity to help teach classroom guidelines and collaborative skills. Please see the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> <li>2. Students listen to and watch scenes from a Broadway musical. Each student provides a critique and then shares feedback with one another regarding their personal critiques.</li> </ol>
<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> <li>1. Students employ strong communication skills by use of reflecting, reframing, open-questioning, and summarizing.</li> <li>2. Students recognize the importance of multiple perspectives within communication and seek understanding.</li> <li>3. Students learn to express their own strengths and area for growth in order to collaborate well.</li> </ol>	<p><i>Music Anchor Standard 6: Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</i></p>	<ol style="list-style-type: none"> <li>1. Practice listening skills by use of a triad exercise where one person listens, one speaks, and one observes and then provides feedback.</li> <li>2. Use the <i>Conduct The Choir</i> Activity to help teach classroom guidelines and collaborative skills. Please see the <i>Building Social-Emotional Wellness Through the Arts Toolkit</i> for additional details.</li> <li>3. Students listen to and watch scenes from a Broadway musical. Each student provides a critique and then shares feedback with one another regarding their personal critiques.</li> </ol>

## 4B. Students understand teamwork and how to work productively with others.

*"I will be able to work productively with others."*

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> <li>1. Students begin to play games and construct activities where there are small groups of children working together.</li> <li>2. Students play with others exploring and practicing different social roles, emotions, and experiences that could be challenging or helpful.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 5: Listen and respond to varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p> <p><i>Music Anchor Standard 6: Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</i></p>	<ol style="list-style-type: none"> <li>1. Learn Actor's Tools of Body, Voice, and Imagination and Actor's Skills of Collaboration, Cooperation, and Concentration. Bring whole group to a circle and practice collaborative skills - how a collaborative body moves within a personal space, respects the personal space of peers, takes turns moving individually or moves in patterns together in sync, listens how music allows us to move cooperatively, etc.</li> <li>2. Play the collaborative learning game, <i>Song Quest</i>. Please find additional details in the <a href="#">Building Social-Emotional Wellness Through the Arts Toolkit</a>.</li> <li>3. Invite class to learn and practice a classroom song. A class song brings unifying power, a way to bring all students together.</li> </ol>
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> <li>1. Students engage in cooperative game play.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<ol style="list-style-type: none"> <li>1. Play the collaborative learning game, <i>Song Quest</i>. Please find additional details in the <a href="#">Building Social-Emotional Wellness Through the Arts Toolkit</a>.</li> </ol>

	<p>2. Students work with a partner or small group to model turn-taking, listening skills and teamwork.</p> <p>3. Students begin to understand the need for social interaction in order to fully experience the world.</p> <p>4. Students begin to understand how their brains are significantly impacted by social interactions.</p>	<p><i>Music Anchor Standard 5:</i> <i>Listen and respond to varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p> <p><i>Music Anchor Standard 6:</i> <i>Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</i></p>	<p>2. Invite class to learn and practice a classroom song. A class song brings unifying power, a way to bring all students together.</p> <p>3. Play a variety of music to help students experience how dancing is a cooperative activity.</p> <p>4. Facilitate the <i>Strike A Pose Activity</i>. Additional details can be found in the <a href="#">Building Social-Emotional Wellness Through the Arts Toolkit</a>.</p>
Middle School (6-8 grade)	<p>1. Students participate with team/group members to problem-solve and contribute to group outcomes.</p> <p>2. Students practice active listening skills.</p>	<p><i>Music Anchor Standard 1:</i> <i>Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<p>1. Students practice active listening by sitting back-to-back. One student hums a song and their partner has to guess the name of the song.</p> <p>2. Play the collaborative learning game, <i>Song Quest</i>. Please find additional details in the <a href="#">Building Social-Emotional Wellness Through the Arts Toolkit</a>.</p>



<p>Early High School (9-10 grade)</p>	<p>1. Students cooperate and navigate roles and relationships for tasks during group experiences.</p>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<p>1. Prepare a round table discussion about a current topic or problem. Have students focus on how music can be used to develop empathy and build community in response to the presented current event/problem.</p>
<p>Late High School (11-12 grade)</p>	<p>1. Students contribute to teams to produce original works or solve problems.</p> <p>2. Students demonstrate willingness and ability to work toward a common goal.</p>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<p>1. Give an opportunity for groups of students to create an original piece of music focused on a common topic, problem/solution, or issue in society.</p>

## 4C. Students apply conflict resolution skills.

*"I will use assertive communication to effectively work through conflict."*

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<p>1. Students begin to learn and practice using "I-feel statements".</p> <p>2. Children with support are able to recognize conflict resolution strategies and routines they can put into place with other children when conflicts arise.</p>	<i>Music Anchor Standard 2: Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.</i>	<p>1. Teach the use of the "I-message" and practice when and how to use them. Model the use of "I-messages" as often as possible in classroom circles or discussions. Discover and discuss appropriate and likable facial expressions and gestures one makes when using "I-messages."</p> <p>2. Students cooperatively create a chart or diagram to list/display various examples that music can be used to resolve conflict.</p>
Late Elementary (3-5 grade)	<p>1. Students continue to practice "I-feel statements" to address conflict when it arises.</p> <p>2. Students begin to learn about assertive communication and the nonverbal language.</p> <p>3. Students understand how their brains and bodies react to negative emotions and stress, impacting their ability to effectively resolve conflict.</p>	<i>Music Anchor Standard 2: Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.</i>	<p>1. Students cooperatively create a chart or diagram to list/display various examples that music can be used to resolve conflict.</p> <p>2. Listen to a variety of genres of music, including a mixture of fast to slow paced songs --discuss how students can utilize music to calm or soothe when feeling stressed.</p>

Middle School (6-8 grade)	<p>1. Students practice "I-feel statements" to address conflict when it arises and speak up for themselves using assertive language.</p> <p>2. Students demonstrate a plan for addressing conflict when it arises and maintain positive communication despite different perspectives.</p>	<p><i>Music Anchor Standard 2: Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.</i></p>	<p>1. Reinforce lessons on "I-messages," provide scenarios, role-plays, and skits for opportunities to practice. Encourage students to compose original "I-Message" lyrics to reinforce and make learning fun.</p> <p>2. Teach the difference between assertive, aggressive, and passive communication; apply knowledge/skills through the use of song or lyrics.</p>
Early High School (9-10 grade)	<p>1. Students approach conflict in a collaborative manner and work toward solutions using a strength-based lens.</p> <p>2. Students practice active listening and work to use "I-feel statements" throughout the conflict management process.</p>	<p><i>Music Anchor Standard 2: Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.</i></p>	<p>1. Give opportunities for collaborative problem-solving processes through discussions about ways to modernize or update past musical theatre performances. Students need to use assertive communication strategies and conflict management skills to develop the project.</p> <p>2. Reinforce lessons on "I-messages," provide scenarios, role-plays, and skits for opportunities to practice. Encourage students to compose original "I-Message" lyrics to reinforce and make learning fun.</p>
Late High School (11-12 grade)	<p>1. Students find constructive solutions and work towards compromises, seeking a win-win outcome.</p> <p>2. Students model active listening and use "I feel statements" throughout the conflict management process.</p>	<p><i>Music Anchor Standard 2: Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.</i></p>	<p>1. Give opportunities for collaborative problem-solving processes through discussions about ways to modernize or update past musical theatre performances. Students need to use assertive communication strategies and conflict management skills to develop the project.</p>

			<p>2. Reinforce lessons on "I-messages," provide scenarios, role-plays, and skits for opportunities to practice. Encourage students to compose original "I-Message" lyrics to reinforce and make learning fun.</p>
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# CONNECTION

Connection refers to the ability to navigate norms in diverse social settings, understanding power dynamics, respect the perspectives of and listen to others. Connection helps students cultivate ways to create a positive community that values multiple perspectives, identities and experiences.

**5A. Students build relationships with people who are both similar to and different from them (selves) and engage respectfully with all people by acknowledging one another's heritages, traditions, and perspectives with an open mind.**

*"I build positive relationships with others, showing that I value diverse perspectives."*

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<p>1. Students are aware of norms in multiple social settings and co-construct what it means to behave respectfully in a given environment with the support of adult educators.</p> <p>2. Students will develop language and knowledge to accurately describe how people, including themselves, are both similar and different from each other.</p>	<i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i>	<p>1. Facilitate a discussion about the similarities and differences between two songs. For example, use the songs <u>When You Wish Upon a Star</u> compared to <u>Somewhere Out There</u> to examine the reference of wishing upon stars.</p> <p>2. Watch short video clips/music videos of people in various cultural settings observing how people moved and spoke. Create a visual representation of the ideas generated by students. Use an <u>Empathy Map</u> to guide the discussion.</p>
Late Elementary (3-5 grade)	1. Students demonstrate an understanding that individuals have different perspectives based on their experiences, interactions with others, and the values expressed by friends and family.	<i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i>	1. Provide opportunities to connect their cultural background and personal histories - together with a family member, invite students to find a song that represents a part of their cultural identity.

	<p>2. Students listen to others' perspectives and begin to view situations through the lens of others.</p> <p>3. Students practice listening to how other students might think or feel different than them.</p> <p>4. Students understand that life is easier for some people and hard for others and the reasons for that are not always equitable.</p>		<p>2. Watch short video clips/music videos of people in various cultural settings observing how people moved and spoke. Create a visual representation of the ideas generated by students. Use an <u>Empathy Map</u> to guide the discussion.</p>
<p>Middle School (6-8 grade)</p>	<p>1. Students demonstrate an awareness of how people may be treated and show compassion when they see anyone being excluded or mistreated because of their beliefs, values, or identities.</p> <p>2. Students show curiosity about others, seeking information about others' histories and lived experiences.</p> <p>3. Students can ask questions and listen through a non-judgmental lens.</p> <p>4. Students show an understanding that honoring diversity creates an open, welcoming community.</p>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<p>1. Provide opportunities to connect different cultural backgrounds and practices and construct a song/rap showing their connection to a culture that is different from their own.</p> <p>2. Watch short video clips/music videos of people in various cultural settings observing how people moved and spoke. Create a visual representation of the ideas generated by students. Use an <u>Empathy Map</u> to guide the discussion.</p>

<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> <li>1. Students listen to others' ideas and respect different ways of being and doing.</li> <li>2. Students think critically about equity, social justice, and marginalized groups (or people) in society.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 2: Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.</i></p>	<ol style="list-style-type: none"> <li>1. Engage in open discussions about prejudice, bias, and stereotypes through application of real-world, current day events, and scenarios. Find and read news articles, view news video clips, or watch music videos to generate discussion about equity and social justice.</li> <li>2. Have students explore songs or music videos created by people of diverse perspectives and in different contexts. Allow students to present findings in an organized way.</li> </ol>
<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> <li>1. Students advocate on behalf of themselves and others, demonstrating the ability to stand up to discrimination, prejudice, and exclusion.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 2: Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.</i></p>	<ol style="list-style-type: none"> <li>1. Engage in open discussions about prejudice, bias, and stereotypes through application of real-world, current day events, and scenarios. Find and review musical performances, songs, or music videos to generate discussion about equity and social justice.</li> <li>2. Have students explore songs or music videos created by people of diverse perspectives and in different contexts. Allow students to present findings in an organized way.</li> </ol>

## 5B. Students understand and express empathy, care, and concern for themselves and others.

*"I can identify and demonstrate care and concern for others."*

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> <li>1. Students begin developing trusting and dynamic relationship with peers and school educators through reciprocal interactions, conversations, and experiences with others.</li> <li>2. Students show kindness and positive regard for others.</li> <li>3. Students express empathy when people are excluded or mistreated for any reason with the support of a trusted adult.</li> </ol>	<i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i>	<ol style="list-style-type: none"> <li>1. Share a favorite song that reflects a personal experience with students - helps build rapport.</li> <li>2. Create a song or music video that shows thanks, compassion, and/or a kind greeting.</li> </ol>
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> <li>1. Students listen, begin to understand, and explain nonverbal and verbal communication with adults and peers.</li> <li>2. Students begin to read and respond to another's emotions and needs (e.g., give comfort; report to an adult).</li> </ol>	<i>Music Anchor Standard 5: Listen and respond to varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i>	<ol style="list-style-type: none"> <li>1. Attend a live theatre performance to understand how actors, dancers, and musicians tell a story both verbally and nonverbally. Critique the performance and how the performers communicated a story with their bodies, voices, or instruments.</li> <li>2. Create a song or music video that shows thanks, compassion, and/or a kind greeting.</li> </ol>



	3. Students express empathy when people are excluded or mistreated for any reason.		
Middle School (6-8 grade)	<p>1. Students work to understand another's emotions, the root cause of these emotions, and how to best respond to the needs.</p> <p>2. Students are aware of their nonverbal and verbal responses to another's emotions, perspectives, and behaviors.</p> <p>3. Students understand the impact of mirror neurons, both the potential for positive effects as well as negative effects.</p> <p>4. Students show empathy towards others.</p>	<i>Music Anchor Standard 5: Listen and respond to varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i>	<p>1. Invite students to participate in the <i>Song Quest</i> activity. See the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</p> <p>2. Attend or review a live musical performance to understand how the musicians tell a story both verbally and nonverbally. Critique the performance and how the performers communicated a story with their bodies, voices, or instruments.</p>
Early High School (9-10 grade)	1. Students express empathy and have the courage to speak up for others.	<i>Music Anchor Standard 5: Listen and respond to varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i>	<p>1. Invite students to participate in the <i>Song Quest</i> activity. See the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</p> <p>2. Attend or review a live musical performance to understand how the musicians tell a story both verbally and nonverbally. Critique the performance and how the performers communicated a story with their bodies, voices, or instruments.</p>

			<p>3. Facilitate discussions about different musical traditions -- students can learn to accept differences in others and celebrate diversity through examination of musical traditions across the globe. More information can be found <a href="#"><u>here</u></a>.</p>
<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> <li>1. Students identify anti-bias experiences/interactions.</li> <li>2. Students defend against bias, prejudice, and privilege when encountered.</li> </ol>	<p><i>Music Anchor Standard 5: Listen and respond to varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p>	<ol style="list-style-type: none"> <li>1. Prepare for a discussion or debate on a given topic, issue, or question by researching and speaking to people who feel strongly about both sides/perspectives of the situation/topic. Allow students to have a small group or whole class discussion/debate. Discuss how music can help bring people together that may appear to be complete enemies. How can music be used as a tool in the debate?</li> <li>2. Attend or review a live musical performance to understand how the musicians tell a story both verbally and nonverbally. Critique the performance and how the performers communicated a story with their bodies, voices, or instruments.</li> <li>3. Facilitate discussions about different musical traditions -- students can learn to accept differences in others and celebrate diversity through examination of musical traditions across the globe. More information can be found <a href="#"><u>here</u></a>.</li> </ol>

# CRITICAL THINKING

Critical thinking refers to the ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical thinking skills build responsible decision-making, analytical, and critical inquiry skills which are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.

## 6A. Students demonstrate an understanding of their own thought processes and the effects they have on learning.

*"I know the ways I learn best."*

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> <li>1. Students begin to talk about how they are learning.</li> <li>2. Students begin using various leaning techniques.</li> <li>3. Students begin learning about their brain and how it helps them learn. With support of an adult, students can create a goal.</li> </ol>	<p><i>Music Anchor Standard 1:</i>  <i>Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<ol style="list-style-type: none"> <li>1. Introduce simple goal-setting strategies in the form of learning goals to focus on the learning process, not achievement focused. Invite students to connect how they like to use music in learning.</li> <li>2. Facilitate the <i>Building Connections Activity</i> to provide an experiential activity demonstrating how neural pathways are strengthened through intentional practice. See the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> </ol>

<p>Late Elementary (3-5 grade)</p>	<ol style="list-style-type: none"> <li>1. Students break down tasks into small, manageable steps.</li> <li>2. Students learn about their strengths and how those strengths can support them in learning.</li> <li>3. Students begin to organize their materials in ways that work best for them.</li> <li>4. Students continue to learn about their brain and its functioning. Students can set short-term learning goals.</li> <li>5. Students learn what bias is and how it affects their own thinking and decision making.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<ol style="list-style-type: none"> <li>1. Facilitate the <i>Building Connections Activity</i> to provide an experiential activity demonstrating how neural pathways are strengthened through intentional practice. See the <b><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></b> for additional details.</li> <li>2. Discuss how to break down tasks into smaller steps. Next, ask students to take a song and review all of its lyrics. Then select only 2 lines from the lyrics that are most important to you. <ul style="list-style-type: none"> <li>• What process did you use to take the song from a large piece of work to only two succinct lines?</li> </ul> </li> <li>3. Explore Howard Gardner's Multiple Intelligences by having students learn about and create an original song/rap about the various ways we are "smart."</li> </ol>
<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> <li>1. Students understand how they learn best when completing various tasks and begin using that knowledge independently (e.g., what types of organization system is best for them, preferred study habits, etc.).</li> <li>2. Students develop SMART (Specific, Measurable, Achievable, Realistic, Time-Oriented) goals.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<ol style="list-style-type: none"> <li>1. Discuss how to break down tasks into smaller steps. Next, ask students to take a song and review all of its lyrics. Then select only 2 lines from the lyrics that are most important to you. <ul style="list-style-type: none"> <li>• What process did you use to take the song from a large piece of work to only two succinct lines?</li> </ul> </li> <li>2. Explore Howard Gardner's Multiple Intelligences by having students learn about and create an original song/rap about the various ways they plan to implement a SMART goal.</li> </ol>

	3. Students continue to learn about their brain and its functioning.		
Early High School (9-10 grade)	<p>1. Students know how they learn for different tasks.</p> <p>2. Students know their preferences for studying for tests.</p> <p>3. Students can recognize their strengths and growth areas in learning and processing information.</p>	<i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i>	<p>1. Use rhythm and clapping to help learn and remember information before tests/exams.</p> <p>2. Practice having soft, classical music playing in the background while doing homework or studying.</p>
Late High School (11-12 grade)	<p>1. Students understand how they learn best when completing different tasks.</p> <p>2. Students know their preferences for studying for tests.</p> <p>3. Students ask questions and can engage in discussion that demonstrates a deep understanding of content.</p>	<i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i>	<p>1. Use rhythm and clapping to help learn and remember information before tests/exams.</p> <p>2. Practice having soft, classical music playing in the background while doing homework or studying.</p>

## 6B. Students understand the decision-making process and the role bias plays it making decisions.

*"I know my choices and decisions have consequences. I think about how my choices and decisions will impact myself and others."*

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> <li>1. Students understand the "if/then" logic of choices.</li> <li>2. Students can make decisions when limited options are presented.</li> </ol>	<i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i>	<ol style="list-style-type: none"> <li>1. Provide a limited amount of items and only a few musical instruments. Each group needs to work together to create a pentatonic composition.</li> <li>2. Name a common decision one has to make in everyday life (i.e. What to wear in the morning; What foods to eat, and how much to eat; What to do after school?). Have students create a song that would be helpful when needing to make these decisions.</li> </ol>
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> <li>1. Students recognize there is a problem or a situation that needs attention by gathering information from multiple perspectives.</li> <li>2. Students can identify different solutions to the problem they are faced with.</li> <li>3. Students can evaluate the choices available to them.</li> </ol>	<i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i>	<ol style="list-style-type: none"> <li>1. Name a common decision one has to make in everyday life (i.e. What to wear in the morning; What foods to eat, and how much to eat; What to do after school?). Have students create a song that would be helpful when needing to make these decisions.</li> <li>2. Place students in small groups. Give each group various recycled materials. Explain their task is to create a musical instrument from the materials provided.</li> </ol>

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> <li>1. Students discuss and evaluate how their decisions impact other people.</li> <li>2. Students determine what information is needed to make a decision.</li> <li>3. Students recognize how one's values, beliefs, and biases impact how they make decisions.</li> <li>4. Students begin to understand the difference between reactive or reflective decisions.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 2: Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts</i></p>	<ol style="list-style-type: none"> <li>1. Invite students to interview 3-5 people (from different backgrounds and age levels) about how they approach making a decision. <ul style="list-style-type: none"> <li>• What information is gathered to make the decision?</li> <li>• What are values and beliefs that are considered when making a decision?</li> <li>• Was it a quickly-made decision, or did the decision take time to make</li> <li>• Ultimately, was it the best decision for you?</li> </ul> <p>Have students present what they have learned through the use of song or by writing a lyric.</p> </li> <li>2. Place students in small groups. Give each group various recycled materials. Explain their task is to create a musical instrument from the materials provided.</li> </ol>
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> <li>1. Students understand and utilize problem-solving steps when making decisions.</li> <li>2. Students understand how personal beliefs, values, and biases influence decision-making.</li> <li>3. Students begin to connect how decisions they make impact their future successes and wellbeing.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 2: Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts</i></p>	<ol style="list-style-type: none"> <li>1. Provide time to reflect and discuss real-world scenarios or current event issues and how a specific choice/decision can impact another person or group of people. <ul style="list-style-type: none"> <li>• What is the visible impact?</li> <li>• What other choices are available?</li> <li>• What are possible outcomes from a specific choice?</li> </ul> <p>These discussions help students expand their thinking and broaden perspectives beyond themselves. The song "For What It's Worth" by Buffalo Springfield can be used to facilitate discussion.</p> </li> </ol>

			<p>2. Instruct students to create a presentation, including recorded musical excerpts and live performance(s) by the student-presenters that outlines what music they listen to, value, and why they listen to it. Provide time to connect to how they can use what they learned about themselves to inform their decisionmaking process (and future plans).</p>
<p>Late High School (11-12 grade)</p>	<p>1. Students understand and apply problem-solving techniques.</p> <p>2. Students take into account how personal beliefs, values, and biases influence decision-making.</p> <p>3. Students evaluate how their decisions will impact themselves and others.</p> <p>4. Students recognize that their decisions affect their future successes and wellbeing.</p>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 2: Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.</i></p> <p><i>Music Anchor Standard 3: Connect with a varied repertoire of music by exploring the relationships between music and history and culture.</i></p>	<p>1. Instruct students to create a presentation, including recorded musical excerpts and live performance(s) by the student-presenters that outlines what music they listen to, value, and why they listen to it. Provide time to connect to how they can use what they learned about themselves to inform their decisionmaking process (and future plans).</p> <p>2. Develop a list of important decisions teenagers are currently making in their lives. Find a song that represents a decision you or your group discussed. Explain the connection(s).</p> <p>3. Analyze the skills needed for a specific career choice for which the student shows interest. Determine important decisions that are made on a daily basis for this career. Present through lyrics, song, or musical video.</p>



## 6C. Utilizing the thinking process, students will analyze, synthesize, & evaluate the thinking process.

*"I know how to identify problems and find creative and positive solutions to them."*

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> <li>1. Students show curiosity in the learning environment.</li> <li>2. Students ask questions to find out more information.</li> </ol>	<i>Music Anchor Standard 2: Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.</i>	<ol style="list-style-type: none"> <li>1. Use children's literature with pictures to allow students opportunities to "read" and problem-solve through story with body movements/gestures and voices/sounds. While reading aloud together as a class, stop at appropriate points in the story to create body movements/gestures and sounds to enhance the story.</li> <li>2. Create a specific time in the day/week when students can ask questions about a specific topic or area of interest. Use music to share more about a topic.</li> </ol>
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> <li>1. Students begin to develop hypothesis about problems they face.</li> <li>2. Students are able to reflect on their learning.</li> <li>3. Students understand and use the problem-solving process.</li> </ol>	<i>Music Anchor Standard 2: Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.</i>	<ol style="list-style-type: none"> <li>1. Name a common decision one has to make in everyday life (i.e. What to wear in the morning; What foods to eat, and how much to eat; What to do after school?). Have students create a song that would be helpful when needing to make these decisions.</li> <li>2. Discuss as a whole groups common issues/problems that occur in the classroom (i.e. talking out of turn, pathway between furniture too narrow, materials need organized) Make a visible list for students to review and in smaller groups, develop ways to solve these issues. Present by song/musical performance.</li> </ol>

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> <li>1. Students begin to develop hypothesis for problems in their learning environment.</li> <li>2. Students regularly challenge current beliefs and mindsets, including their own.</li> <li>3. Students continue to use reflective thinking practices.</li> </ol>	<p><i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p>	<ol style="list-style-type: none"> <li>1. Encourage your students be inspired by music by instructing them to listen to a song and describe in words what they hear - Next, ask students to use what they wrote while listening to music to develop a short story or poem that reflects their thinking/analysis.</li> <li>2. Provide time for students to journal. See <b><u>Music Journal Prompts</u></b> for possible questions to spark journal writing.</li> </ol>
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> <li>1. Students focus on finding the best explanation rather than being right.</li> <li>2. Students ask thoughtful and reflective questions to seek more information to gain greater understanding.</li> <li>3. Students understand the importance of considering multiple viewpoints in the problem-solving process.</li> <li>4. Students are able to approach problem solving with an open mind by taking into account other's opinion explanations.</li> </ol>	<p><i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p>	<ol style="list-style-type: none"> <li>1. Provide time for students to journal. See <b><u>Music Journal Prompts</u></b> for possible questions to spark journal writing and improve reflective thinking.</li> <li>2. Provide students the opportunity to debate the topic of musical genres. Possible prompts: <ul style="list-style-type: none"> <li>• Which is better, jazz or country music?</li> <li>• What musical artist deserves to be in the Music Hall of Fame?</li> </ul> </li> </ol>

<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> <li>1. Students utilize critical thinking skills to make informed decisions based on options, rewards, risks, limits, and goals.</li> <li>2. Students apply self-corrective thinking.</li> <li>3. Students interpret data to appraise evidence and evaluate arguments through a strength-based lens.</li> </ol>	<p><i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p>	<ol style="list-style-type: none"> <li>1. Provide time for students to journal. See <b><u>Music Journal Prompts</u></b> for possible quesitons to spark journal writing and improve reflective thinking.</li> <li>2. Provide students the opportunity to debate the topic of musical genres. Possible prompts: <ul style="list-style-type: none"> <li>• Which is better, jazz or country music?</li> <li>• What musical artist deserves to be in the Music Hall of Fame?</li> </ul> </li> </ol>
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# MINDSET

Mindset refers to the ability to demonstrate cognitive flexibility, innovative and adaptive thinking strategies, and a growth perspective. Developing mindset is a critical learning skill that helps students examine multiple cultural lenses helping to develop perseverance, self-discovery, resilience, and the ability to receive and give constructive feedback.

## 7A. Students demonstrate a growth perspective, highlighting the ability to learn from challenges or failures and try again.

*"I can learn and grow from challenges and failures."*

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> <li>1. Students seek support from an educator to help find ways to learn from mistakes.</li> <li>2. Students show excitement for learning.</li> </ol>	<i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i>	<ol style="list-style-type: none"> <li>1. Embrace the POWER of MUSIC by creating a positive growth mindset learning environment using music. See <a href="#"><i>Growth Mindset Songs</i></a> for ideas.</li> <li>2. Play, <i>Musical Chairs: Painting to Music Activity</i>, with your class to help develop the ability to learn from challenges. See the <a href="#"><i>Building Social-Emotional Wellness Through the Arts Toolkit</i></a> for additional details.</li> </ol>
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> <li>1. Students describe how learning from mistakes helps build new neural connections.</li> <li>2. Students recognize that mistakes are a part of the learning process.</li> </ol>	<i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i>	<ol style="list-style-type: none"> <li>1. Embrace the POWER of MUSIC by creating a positive growth mindset learning environment using music. See <a href="#"><i>Growth Mindset Songs</i></a> for ideas.</li> <li>2. Play, <i>Musical Chairs: Painting to Music Activity</i>, with your class to help develop the ability to learn from challenges. See the <a href="#"><i>Building Social-Emotional Wellness Through the Arts Toolkit</i></a> for additional details.</li> </ol>

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> <li>1. Students demonstrate adaptive thinking strategies to learn from challenges or mistakes.</li> <li>2. Students understand that learning from challenges increases the opportunity to change their brain.</li> </ol>	<p><i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p>	<ol style="list-style-type: none"> <li>1. Provide students multiple opportunities to make mistakes and learn from those mistakes.</li> <li>2. Create a classroom culture that celebrates mistakes because mistakes/failures only demonstrate an opportunity to learn. Talk about your own challenges/mistakes to model learning from mistakes; create a culture of celebrating mistakes in the classroom. See <u><b>Growth Mindset Songs</b></u> for ideas.</li> </ol>
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> <li>1. Students practice growth mindset strategies.</li> <li>2. Students demonstrate that learning with a growth mindset is done by taking small steps despite the challenges.</li> </ol>	<p><i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p>	<ol style="list-style-type: none"> <li>1. Teach students about musicians that have overcome failure/challenges. Assign a musician for student groups to research and then provide a presentation to whole class. Musician Ideas: <ul style="list-style-type: none"> <li>• Johnny Cash</li> <li>• Stevie Wonder</li> <li>• Jay Z</li> <li>• Elvis Presley</li> <li>• Coolio</li> <li>• Ludwig van Beethoven</li> <li>• Jimi Hendrix</li> <li>• Rick Allen (Def Leppard)</li> </ul> </li> <li>2. Create a classroom culture that celebrates mistakes because mistakes/failures only demonstrate an opportunity to learn. Use songs to reinforce growth mindset thinking. See <u><b>Growth Mindset Songs</b></u> for ideas.</li> </ol>

<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> <li>1. Students develop innovative and flexible thinking strategies to overcome barriers.</li> <li>2. Students recognize the value in learning from mistakes.</li> </ol>	<p><i>Music Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</i></p>	<ol style="list-style-type: none"> <li>1. Provide student choice in assignments and projects. It is important to vary learning by multiple intelligences and creative approaches.</li> <li>2. Create a classroom culture that celebrates mistakes because mistakes/failures only demonstrate an opportunity to learn. Talk about your own challenges/mistakes to model learning from mistakes; create a culture of celebrating mistakes in the classroom. See <u><i>Growth Mindset Songs</i></u> for ideas.</li> <li>3. Teach students about musicians that have overcome failure/challenges. Assign a musician for student groups to research and then provide a presentation to whole class. Musician Ideas: <ul style="list-style-type: none"> <li>• Johnny Cash</li> <li>• Stevie Wonder</li> <li>• Jay Z</li> <li>• Elvis Presley</li> <li>• Coolio</li> <li>• Ludwig van Beethoven</li> <li>• Jimi Hendrix</li> <li>• Rick Allen (Def Leppard)</li> </ul> </li> </ol>
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## 7B. Students practice innovative and adapted thinking.

*"I am open to trying new and creative strategies, learning from the cultural perspectives of others."*

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> <li>1. Students understand mistakes are a normal part of the learning process.</li> <li>2. Students begin to apply creative ideas and show enthusiasm for learning.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 3: Connect with a varied repertoire of music by exploring the relationships between music and history and culture.</i></p>	<ol style="list-style-type: none"> <li>1. Promote divergent thinking: Practice divergent thinking exercises and games, such as, gathering old and dated musical items that students may not recognize. For example, bring in an old instruments or CD player. Ask students if they know what this item is or was used for at one time. Then invite them to think how they could update this item to use today.</li> <li>2. Facilitate the <i>3-Minute Paper Activity</i>. See the <a href="#">Building Social-Emotional Wellness Through the Arts Toolkit</a> for additional details.</li> </ol>
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> <li>1. Students demonstrate adaptive thinking as they gain new information and understand cultural perspectives.</li> <li>2. Students apply creative thinking skills and strategies.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 3: Connect with a varied repertoire of music by exploring the relationships between music and history and culture.</i></p>	<ol style="list-style-type: none"> <li>1. Invite students to participate in the <i>Conduct the Choir activity</i>. See the <a href="#">Building Social-Emotional Wellness Through the Arts Toolkit</a> for additional details.</li> <li>2. Facilitate the <i>3-Minute Paper Activity</i>. See the <a href="#">Building Social-Emotional Wellness Through the Arts Toolkit</a> for additional details.</li> </ol>

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> <li>1. Students demonstrate adaptive thinking by showing an openness to learn from the diverse cultural perspectives of others.</li> <li>2. Students regularly challenge current beliefs and mindsets, including their own.</li> <li>3. Students use reflective thinking.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 3: Connect with a varied repertoire of music by exploring the relationships between music and history and culture.</i></p>	<ol style="list-style-type: none"> <li>1. Invite students to participate in the <i>Conduct the Choir</i> activity. See the <a href="#">Building Social-Emotional Wellness Through the Arts Toolkit</a> for additional details.</li> <li>2. Facilitate the <i>3-Minute Paper Activity</i>. See the <a href="#">Building Social-Emotional Wellness Through the Arts Toolkit</a> for additional details.</li> <li>3. Provide students opportunities to journal. See <a href="#">Music Journal Prompts</a> for reflection ideas.</li> </ol>
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> <li>1. Students practice multiple divergent thinking strategies.</li> <li>2. Students show effort and apply creative strategies demonstrating cognitive flexibility.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 3: Connect with a varied repertoire of music by exploring the relationships between music and history and culture.</i></p>	<ol style="list-style-type: none"> <li>1. Invite students to participate in the <i>Conduct the Choir</i> activity. See the <a href="#">Building Social-Emotional Wellness Through the Arts Toolkit</a> for additional details.</li> <li>2. Facilitate the <i>3-Minute Paper Activity</i>. See the <a href="#">Building Social-Emotional Wellness Through the Arts Toolkit</a> for additional details.</li> <li>3. Provide students opportunities to journal. See <a href="#">Music Journal Prompts</a> for reflection ideas.</li> </ol>



<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> <li>1. Students apply creative strategies and novel approaches when faced with problems or learning tasks.</li> <li>2. Students focus and try multiple flexible and creative thinking strategies.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p> <p><i>Music Anchor Standard 3: Connect with a varied repertoire of music by exploring the relationships between music and history and culture.</i></p>	<ol style="list-style-type: none"> <li>1. Encourage students to look at issues from multiple perspectives to stretch their thinking and encourage creative ways of thinking about a situation. Use music/songs to spark discussion. Play a song and invite students to journal what message they hear within the lyrics. Provide time for students to discuss so they hear different perspectives.</li> <li>2. Invite students to participate in the <i>Conduct the Choir</i> activity. See the <a href="#"><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></a> for additional details.</li> <li>3. Facilitate the <i>3-Minute Paper Activity</i>. See the <a href="#"><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></a> for additional details.</li> <li>4. Provide students opportunities to journal. See <a href="#"><u>Music Journal Prompts</u></a> for reflection ideas.</li> </ol>
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## 7C. Students demonstrate an openness to receive and give constructive feedback.

*"I improve when I keep an open-mind about the feedback that others give."*

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> <li>1. Students begin to learn how to receive feedback from educators.</li> <li>2. Students demonstrate flexible thinking based on the feedback received from others.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<ol style="list-style-type: none"> <li>1. Use process praise language in the classroom. (<u><i>See Social-Emotional Educator Toolkit</i></u>).</li> <li>2. Help students develop a musical mantra to use when students are struggling with finding an answer or after making a mistake.</li> </ol>
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> <li>1. Students use questioning to help make sense of feedback received.</li> <li>2. Students engage in a guided discussion with the educator when receiving feedback.</li> <li>3. Students develop skills as they learn to give and receive constructive feedback with peers.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<ol style="list-style-type: none"> <li>1. Use process praise language in the classroom. (<u><i>See Social-Emotional Educator Toolkit</i></u>).</li> <li>2. Help students develop a musical mantra to use when students are struggling with finding an answer or after making a mistake.</li> </ol>

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> <li>1. Students demonstrate innovative and adaptive thinking by using the feedback received from others.</li> <li>2. Students recognize the growth opportunity and ability to gain multiple perspectives from giving and receiving feedback.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<ol style="list-style-type: none"> <li>1. Use process praise language in the classroom. (<u><b>See Social-Emotional Educator Toolkit</b></u>).</li> <li>2. Help students develop a musical mantra to use when students are struggling with finding an answer or after making a mistake.</li> <li>3. Provide students opportunities to journal. See <u><b>Music Journal Prompts</b></u> for reflection ideas.</li> </ol>
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> <li>1. Students view feedback as 'data' that helps them learn.</li> <li>2. Students apply new knowledge gained from self-reflection and feedback from others to make positive changes.</li> </ol>	<p><i>Music Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<ol style="list-style-type: none"> <li>1. Use process praise language in the classroom. (<u><b>See Social-Emotional Educator Toolkit</b></u>).</li> <li>2. Help students develop a musical mantra to use when students are struggling with finding an answer or after making a mistake.</li> <li>3. Encourage students to look at issues from multiple perspectives to stretch their thinking and encourage creative ways of thinking about a situation. Use music/songs to spark discussion. Play a song and invite students to journal what message they hear within the lyrics. Provide time for students to discuss so they hear different perspectives. See <u><b>Music Journal Prompts</b></u> for reflection ideas.</li> </ol>

<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> <li>1. Students understand mistakes provide opportunities to grow using the feedback from others.</li> <li>2. Students view feedback as 'data' that helps them learn.</li> </ol>	<p><i>Music Anchor Standard 1:</i> <i>Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</i></p>	<ol style="list-style-type: none"> <li>1. Use process praise language in the classroom. (<u><i>See Social-Emotional Educator Toolkit</i></u>).</li> <li>2. Help students develop a musical mantra to use when students are struggling with finding an answer or after making a mistake.</li> <li>3. Encourage students to look at issues from multiple perspectives to stretch their thinking and encourage creative ways of thinking about a situation. Use music/songs to spark discussion. Play a song and invite students to journal what message they hear within the lyrics. Provide time for students to discuss so they hear different perspectives. See <u><i>Music Journal Prompts</i></u> for reflection ideas.</li> </ol>
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